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SPECIAL PROGRAMS OF THE ABILENE, TEXAS, SCHOOLS ARE DESCRIBED WITH EMPHASIS ON PUPIL ELIGIBILITY FOR SERVICES, PURPOSES OF THE PROGRAMS, AND GENERAL AND SPECIFIC PROCEDURES USED IN INSTRUCTION. SOURCES OF INFORMATION USED IN INDIVIDUAL PSYCHOLOGICAL EVALUATIONS, CERTIFICATION REQUIREMENTS FOR TEACHING IN TEXAS, AND BIBLIOGRAPHIES FOR AREAS OF EXCEPTIONALITY ARE ALSO INCLUDED. (JW)

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DEPARTMENTAL GUIDE

Special Education Department

Abilene Public Schools

1966-67

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THE DIVISION OF SPECIAL EDUCATION FOR EXCEPTIONAL CHILDREN

ABILENE PUBLIC SCHOOLS

Special Education in the Abilene Schools is a broad concept because it is a process of habilitating the total person in terms of his potential. We are steadily broadening facilities and personnel to include more services. The chief purpose of the broadened base is to provide a team using various approaches to meet individual differences in exceptional children to the greatest possible degree. The major goal for Special Education is TO HELP THE CHILD TO MAKE A LIFE ADJUSTMENT IN SOCIETY - SOCIALLY, INTELLECTUALLY, EMOTIONALLY, AND VOCATIONALLY.

As facilities and services have broadened in the Department of Special Education, the need for an expeanded and up-to-date Department Guide appears obvious. This present volume is an attempt to meet some of the requirements of such a Department Guide.

Special Education had its inception in Abilene in the fall of 1947. As is so often true of special programs, it originated to meet the immediate need for special facilities. In this case the need was for the orthopedically handicapped. The unit was established in Lamar Elementary School, which is no longer in existence, because of the lavatory facilities in the basement. However, this made it necessary for the handicapped children to be brought into the building through a basement window because there was no place for a ramp. The teacher was a combination teacher of the orthopedically handicapped and the homebound. From this rather small but dramatic beginning,

the Department of Special Education of the Abilene Public Schools has grown steadily and purposefully to meet the expended needs of the more concerned world we live in, as well as to meet the actual numerical growth of the Abilene Public Schools population.

The organizational plan has been broadened so that it now includes the trainable child, the educable mentally retarded, the perceptually handicapped, the orthopedically involved, the speech defective and mildly hard of hearing, the blind and visually impaired, the deaf and severely hard of hearing, and the hospitalized and homebound. Thus, more children who have various types of needs may receive assistance of one type or another in making adjustments to the learning situation. Many children are involved in more than one of the programs because they have multiple handicaps.

In order to make such a conceptualized program effective, many disciplines are needed: the principal who participates in referral and placement of students and who is the localized administrator of special education classrooms; the regular classroom teacher who recognizes exceptional children and refers them for evaluation and the classroom teacher who participates in the integration of special education students with regular classroom students; the school counselor who is involved in both system-wide group testing and inter-disciplinary techniques; the special eduation teacher who utilizes all of the disciplines in meeting the individual need of a specific child; the school psychologist who works both in the role of diagnostic testing and as a consultant to parents and to various school personnel; and finally, the voational rehabilitation counselor and the vocational

adjustment coordinator, working together to channel all the pupil's earlier experience into useful living.

Overall success of the Special Education program is based on working with parent-teacher and community groups in a very extended and thorough family, school, and community life vocation program. Thus, the exceptional child has the benefit of all the various aspects of skilled pupil personnel workers as he moves through the educational process from the pre-school level to the conclusion of his school experience at the college or the vocational or job-training level. Careful attention is given at the very outset of the child's placement in special education to interpret to the parents, the child's need for this type of special program.

A vital key to the success of the child's response to the program lies in careful placement. The child comes into the Special Education program through referral from the parent, teacher, principal, couselor, doctor, or guardian. A detailed assessment of his intellectual capacity, emotional status, family and social adjustment, and learning processes is made by the school psychologist. These findings are interpreted to the parent by the psychologist, and the services offered are interpreted by the Director of Special Education. If the need is indicated, further diagnostic data are secured through referrals to local physicians, ophthalmologist, pediactric-neurologist, audiologist, and the various services provided at the West Texas Rehabilitation Center.

A placement committee possibly composed of the local principal, the school psychologist, the Director of Special Education, and other professional

personnel who can contribute to the proper placement of the child, makes the final judgment as to placement and programming. Specific criteria for the placement of a child in any program of Special Education may be found in the Texas Education Agency's State Plan For Special Education. This state plan is used as final criteria in all placements because every Special Education unit of the Abilene Public Schools qualifies for reimbursement of state funds under the minimum foundation program of Texas.

Once the child is placed, for all practical purposes, the basic goals and purposes for his education are the same as those of the regular school child. The chief difference lies in the intensity and amplification of diagnostic teaching and attention to individual differences. Nothing is left to chance. The academic emphasis shares with the social, physical, and emotional emphasis.

In order to determine if these specific goals of special education are being met; a constant program of evaluation and re-evaluation is necessary. Some of this re-evaluation process is rather formal, taking the form of standardized group intelligence and achievement tests, individual psychological evaluations, and medical evaluations. Some less formal methods of re-evaluation are utilized also. Teacher observations, administrator observations, and parent observations are examples of this evaluative approach. Reassurance of correct placement or alterations in the placement, methods, or approaches are ultimate goals in re-evaluation.

Considering the constantly expanding special education program and the continuing re-evaluation of approaches, it is realistic to think of this guide as possibly being out of date at its printing. A rather short-sighted

look into the future appears called for at this point.

Creation of a program for the emotionally distrubed youngster in the public school setting is essential and imminent. New areas, techniques, and approaches with the Language Disability student are within sight, based on proposed legislation at the state and national levels. Increased facilities for true vocational preparation of students is near reality on the high school compuses. Increased vocational emphasis at the junior high school age level is now obviously needed and appears feasible. An expanded use of the team teaching approach seems to hold promise. Increased use of programmed curriculum materials in various forms is certain.

Many of the changes of the future in the special education program are probably unknown to anyone at this time. The approach of the program therefore must be alertness, adaptability and motivation to change when indicated.

VISUALLY IMPAIRED

I. Introduction

A classroom is provided to meet the special needs of blind and partially sighted students. The teacher for this classroom is one with training in braille, auditory and tactual methods of teaching, and other teaching methods suitable for visually handicapped students. The classroom is equipped with braillewriters, braille maps and reference books, braille and large type textbooks, and other educational materials appropriate to the visual conditions of the students.

II. Eligibility

A. Legal blindness - visual acuity of 20/200 or less in the better eye with correction

B. Partial sight - a visual acuity of not more tan 20/70 in the better eye with correction

C. Inadequate vision for regular classroom work

D. Normal intelligence

III. Purpose

A. To guide the child in developing

1. Socially

2. Emotionally

3. Academically

4. Physically

B. To aid the child, parent, family, and community

1. To accept his visual impairment with a wholesome attitude

2. To assist the child in developing his potential

IV. Special objectives

A. To teach the child to travel

B. To increase self-confidence

C. To help develop a sense of responsibility toward himself and others

D. To integrate the visually impaired child into the regular classroom when feasible

E. To familiarize the child with the schoolroom, playground, cafeteria, library, and community

F. To develop good heath and good grooming habits

V. General considerations

A. Specific procedures of evaluation

1. Psychological evaluation

2. Examination by an ophthalmologist and by a recognized physican

3. Examinations to determine

a. The child's need to use braille and/or large print
b. The partially-sighted child's ability to utilize his eyesight
c. The need for sight conservation
d. The mental, social, and emotional functioning

B. Adequate physical facilities

1. Well-lighted classroom with little or no glare

2. Facilities easily accessible

3. Uncluttered environment

VI. Specific procedures

A. Social development

1. Integrating the visually impaired child into his own age group for play

2. Traveling about the school without sighted assistance

3. Practicing good manners

4. Greeting and responding to people politely

5. Becoming an active member of a group

6. Developing good grooming habits

7. Learning to care for personal possessions and to respect property rights

B. Physical development

1. Overdevelopment of the sense of hearing

2. Development of mobility and co-ordination skills

3. Subjugation of fears by

   a. Running in an open area
   b. Jumping rope or by jumping up and down
   c. Skipping and hopping
   d. Walking

4. Establishment of good health habits

   a. Proper diet
   b. Proper rest and relaxation
   c. Cleanliness and neatness
   d. Care for equipment and materials
   e. Orderliness of classroom

C. Adequate provision for the needs of the child

1. The blind child's need

a. a. To read and write braille
   b. To work arithmetic using the Nemnith code

2. The partially-sighted child's need

   a. To utilize large-print materials
   b. To develop a tactual sense in areas where sight cannot be used
   c. To practice sight conservation

D. General academic classroom procedures

1. Follow the basic curriculum guide used in the regular classroom

2. Use a sighted pupil to do extra reading for the blind child

3. Use the part of the green board that is well lighted

4. Use large chalk so the color contrast will be greater

5. Write large and use soft lead pencils

6. Establish linited work periods so the child will not become fatigued

7. Plan homework carefully with the regular classroom teacher and the parents

8. Introduce typing as early as is feasible

9. Teach each child to write his name

10. Work closely with

    a. Supervisor of special education
    b. School principal
    c. Regular classroom teacher
    d. Parents
    e. Community

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PHYSICALLY HANDICAPPED - SELF-CONTAINED CLASSROOM

I. Introduction

Children who are physically handicapped and/or have special health problems are afforded educational experience comparable to those of a regular classroom. Certain extra materials and methods are necessary to provide these experiences with required protection for the child.

II. Eligibility

A. Students who are handicapped through congenital or acquired defects in the use of their bodies

B. Normal intelligence

C. Physical inability to function in a regular classroom with students of the same age

III. Purpose

To provide training that will enable the child to lead a useful and enriched life.

IV. Special objectives

A. To meet the individual needs of orthopedic children who cannot be safely or adquately taught in a regular classroom.

B. To provide a program and method based on special philosophy, techniques, and equipment, and with specially trained teachers

C. To recognize differences in children

D. To help the student accept his physical limitations

E. To provide experiences which enable the crippled student to share activities with other students

F. To afford the student extensive experiences which will encourage independence.

G. To give the student a broader basis for adjustment socially and vocationally

H. To help the student learn games to develop coordination and fair play

I. To encourage careful personal hygiene, including use of wheel chairs, braces, etc.

J. To integrate, eventually, crippled students into part-day attendance in regular classes

K. To provide grade placement that is appropriate to each student's academic development

V. General procedure

A. Special equipment and supplies

1. Desks designed for orthopedic children

2. Book holders

3. Chalk holders

4. Portable chalkboards

5. Electric typewriters

6. Conversation board

7. Perception charts and blocks

8. Electronic muliple-choice teaching machines

VI. Specific procedures

A. Conduct within the classroom

1. Regular classwork on as nearly normal basis as possible - refer to Abilene Public School Curriculum Guide for content data

2. Educational games

3. Recreational games

4. Music

B. Extra-curricular acticities

1. Three special - day parties each year

2. Special school functions planned for older groups

3. Children's theater

4. Organized athletics

5. Regional science fair

6. Dyess Air Force Base Kid's Day

7. Other home and community experiences

VII. Location of units - West Texas Rehabilitation Center

VIII. Other services available at site of units

A. Physical therapy

B. Occupational the apy

C. Speech therapy

D. Garden therapy

E. Area resources - volunteer workers, welfare agencies, medical society, etc.

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SPECIAL EDUCATION

FOR

HOMEBOUND AND HOSPITALIZED CHILDREN

I. Introduction

The services of the school are carried into the homes of students who, because of a physical disability, temporary or permanent, are unable to attend a regular or special classroom. This service includes hospitalized students when their physical condition permits.

II. Eligibility

A. Homebound or hopitalized instruction is available for students having physical illnesses or crippling conditions diagnosed by their physician.

B. A student may be enrolled in the homebound program when the physician indicates a need for at least four weeks of confinement.

C. Homebound instruction is offered to students of normal intelligence who are able to work independently and who are making satisfactory academic achievement.

D. Students must be enrolled in a school in the Abilene Independent School District before they are eligible for the homebound program of the district.

III. Purpose

A. To meet the basic academic needs of the homebound or hospitalized public school student until he is able to return to the classroom.

B. To help prevent anxiety concerning schoolwork.

C. To further the student's total development and bring him satisfaction.

IV. Special objectives

A. To meet the needs, interests, and abilities of each child.

B. To enable the homebound student, whenever possible, to keep pace with regular classroom work in order that he may join his class without loss of credit.

C. To enable the homebound student to feel that he is a part of the school.

D. To help the student psychologically to accept his physical limitations

V. Policies, procedures, and materials

A. Policies

1. Referrals are made by teachers, school nurses, parents, or doctors through the principal to the Director of Special Education.

2. If the student's educational records do not show him to have average mental ability or above, his eligiblity should be determined by an individual psychological evaluation before he is referred.

3. A placement committee considers the request for homebound teaching and recommends that the student be accepted if all criteria have been met.

4. The Director of Special Education assigns the student to a homebound teacher upon the recommendation of the placement committee.

5. Upon the student's admittance to homebound instruction, he is withdrawn from the regular school register with code (D_2).

6. He is entered in the homebound teacher's register as a re-entry (C_2).

7. Upon the student's return to school, he is entered in the regular classroom teacher's register as a re-entry (C_2) and is withdrawn from the homebound register as a D_2.

8. The responsibility for grades and promotions rests upon the homebound teacher if the student does not return to school.

B. Procedures

1. Physician's written recommendation, giving a description of the handicap

2. Parent or guardian's written request

3. Principal's request form

   a. Elementary school
      (1) Grade and teacher
      (2) Intelligence and achievement test results

   b. Secondary school
      (1) Grade
      (2) Schedule of subjects and teachers
      (3) Intelligence and achievement test results

4. Instructional arrangements

   a. Homebound teacher's conference with the student's classroom teachers
      (1) To obtain lists of books, workbooks, and supplies
      (2) To secure scholastic records and other necessary data
      (3) To plan with the teacher for the instructional program of the student during his absence from the regular classroom

   b. Homebound teacher's conference with the student's parent
      (1) To enroll the student
      (2) To arrange the schedule for instruction
      (3) To discuss desirable physical arrangements for study and instruction

5. Curriculum as outlined in the guide for the regular classroom, with adaptation as necessary

C. Materials

1. Student's textbooks from his regular classroom

2. Teacher's editions from the referring school and/or from the Director of Instructional Media.

3. Record players, tape recorders, movie projectors, films, etc. from the Audio-Visual Department

4. Other resource materials from supervisors' offices, special education library, and school and public libraries

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PHYSICALLY HANDICAPPED - LANGUAGE DISABILITIES

I. Introduction

A. Special classes for Language Disabilities are organized as:

1. Self-contained classes designed for the severely involved student, providing a total curriculum adapted to his needs on a full-time basis.

2. Itinerant classes designed for the less severely involved student, providing in a group situation a tutorial type of service of a remedial nature in language skill areas. Students go to the classroom of the special teacher.

3. Itinerant teacher providing individual or small group tutorial type teaching of a remedial nature for students in language skill areas. A special teacher goes to the student's school for prescribed periods of instruction.

B. Children are eligible for special class placement if they meet the following criteria:

1. Six years of age on September 1

2. Intellectual ability within the range of normal or above normal

3. Severe learning and/or adjustment problems in school in language areas.

C. Eligibility may be determined through:

1. Data sheet with detailed information taken from the permanent record, parent conferences, group achievement test, observation, and other sources completed by the classroom teacher

2. Medical report from family physician

3. Audiometic test to determine hearing acuity

4. Vision test by ophthalmologist to determine vision

5. Neurological report from neurologist or physician

6. Psychological evaluation from psychologist

7. Placement committee approval

8. Parent request for special education services

II. Purpose

To help the student overcome his difficulty by offering individual instruction that will provide opportunity for developing his fullest potential academically, emotionally, and socially, and to prepare him to return to the regular classroom program.

III. General objectives

A. To identify specific learning disabilities and strengths

B. To promote growth in students' behavioral controls

C. To promote growth in students' academic skills

D. To promote adequate physical development

E. To develop concepts of directionality, laterality, and spatial relationships to orient the student to his enviroment

F. To develop positive self-concepts, both physical and psychological

G. To prepare students to return to regular classrooms

IV. Specific objectives

A. Pre-Academic

1. To provide modified enviroment to enhance a sense of security

a. By limiting space
b. By removing irrelevant stimuli
c. By making possible successful experiences

2. To provide structured schedules and procedures to develop concepts and organization

3. To provide instructional materials with inescapable stimulus content

4. To develop concepts of body schema

5. To develop gross motor coordination

6. To develop fine motor coordination

7. To develop firm hand dominance

8. To develop visual motor coordination

9. To develop visual and auditory perceptual skills

10. To develop space, time, mathematical, and social concepts

B. Academic

1. To determine the individual student's most efficient avenue or avenues of learning

   a. Visual
   b. Auditory
   c. Kinesthetic

2. To determine each student's level of achievement in each area of academic learning

3. To help the student overcome or compensate for academic weaknesses

4. To help each student determine and develop his most appropriate method of learning

V. Content: Adaptations of the regular curriculum design for each specific grade level will be used, with the major goal being the student's functioning at an adequate level in the regular classroom. For specific suggestion for methods of teaching children with language disabilities, refer to bibliography.

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DEAF AND SEVERELY HARD OF HEARING

I. Introduction

A. The unit for the deaf and severely hard of hearing is a self-contained classroom which is committed to the oral method of instruction. It provides a program which will permit the pupils to integrate into regular classrooms when they are ready.

B. The purpose of the unit is to provide training that will enable the student to develop his academic and social potential, with vocational rehabilitation as an ultimate goal.

II. Eligibility

Students whose sense of hearing is nonfunctional (after all necessary medical treatment, surgery, and/or use of hearing aids) for understanding normal conversation with a resultant delay in the development of language and/or speech are considered deaf.

III. Objectives

A. To teach the student to participate in two-way communication

B. To conserve and train the residual hearing

C. To develop full use of visual clues and unimpaired senses

D. To develop the student's academic potential and to prepare him for some regular classroom activities

E. To identify and develop vocational aptitudes preparatory to vocational planning and training

IV. General procedure

A. Communication

1. Developing the ability to speak intelligibly

2. Developing an understanding of oral communication

3. Developing language both expressive and receptive

4. Developing relationships

B. Curriculum

1. Follow the basic curriculum guide used in the regular classroom

   a. Adjustment of the regular courses to fit the needs of the deaf and hard of hearing
   b. Speech instruction
      (1) To stimulate interest in and a desire for speech
      (2) To emphasize sensory stimulation - tactile, visual, auditory, and kinesthetic (a multiple approach)
      (3) To develop a speaking vocabulary with which to express wants and ideas
      (4) To develop a pleasing voice
      (5) To strive for maximum intelligibility of speech
      (6) To promote development of desirable relationships

2. Activities as outlined in Texas School for the Deaf Course of Study

3. Emphasis on training of senses and coordination

   a. Sight
   b. Smell
   c. Touch
   d. Taste
   e. Balance
   f. Orientation in time and space
   g. Body image

C. Conservation of hearing

1. Periodic testing

2. Medical examinations and recommendations

3. Prosthetic appliances fitted when necessary

4. Auditory training equipment

D. Special equipment

1. Walk-away auditory training unit

2. Carpeted classroom if possible

3. Acoustic tile ceiling

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EDUCABLE MENTALLY RETARDED

ORGANIZATION OF THE PROGRAM

Self-contained classrooms are provided for educable mentally retarded students. These are students who have an intelligence quotient of 50-70 on an individual psychological evaluation.

The program for the educable mentally retarded is developed on the basis of seven levels. These levels are as follows:

	Name of Class	C. A. Range	Range of Levels
Elementary	Primary Unit	6 - 9	I, II, III
	Advanced Primary	9 - 11	I, II, III
	Intermediate	11 - 13	II, III
Junior High	Advanced Intermediate	12 - 14	III
	Prevocational	14 - 16	IV, V
Senior High	Vocational	16 - 21	VI, VII

It may be noted that there is an overlapping of levels of work among the classrooms due to the range of mental abilities and individual differences in students. It is possible, for example, that an older and more capable child in a primary unit may be ready to work in Level III. It is also possible to find a student arriving at a junior high school campus who has not completed Level III.

Generally an educable mentally retarded student is placed in a junior high school Special Education Class when he reaches a chronological age of 13 years so that he may be associated with students of comparable physical size and maturity. Integration with regular classroom students in physical education, art, homemaking, industrial arts, music, assembly periods, and school projects promotes the social development of the retarded student.

When a retarded student reaches a chronological age of 16 years, he is usually ready to progress to a senior high school campus. There he can continue to develop socially through participation in some regular classes and school activities with his chronological age peers. On-the-job-training may be done on work stations in the school, in vocational training classes, or in the community under a prospective employer. A Vocational Adjustment Coordinator works closely with the student through his vocational

preparation and job-placement.

When the student has demonstrated that he is capable of satisfactory employment and community adjustment, he is ready for high school graduation with a diploma from the Department of Special Education.

OBJECTIVES OF THE PROGRAM FOR THE EDUCABLE MENTALLY RETARDED

Personal Competencies

Personal competencies - the ability to make maximal use of physical, emotional, and intellectual aptitudes so that the individual may develop internally and functionally to optimal level.

Social Competency

The ability to adjust behavior and to live successfully in a social group.

Vocational Proficiencies

The ability to develop work skills and attitudes which derive from the experiences which will allow him to compete within the community job markets.

Physical Competencies

The ability to co-odinate and to use the body efficiently in working tasks and in recreational areas; to develop stamina, and to construct good health patterns consistent with the optimal level of the individual, considering the limitations of physically handicapping conditions.

EDUCABLE MENTALLY RETARDED

LEVEL I

Concrete Experience Level

I. Introducation

The environment at this level should have an air of permissiveness. The readiness activities are centered around motor and sensory training, personal hygiene, habit training, improvement of speech, vocabulary building, emotional control, social growth, and performance of simple activities in the school which have a carry-over value in the home and community.

II. Eligibility

Level I includes children who have a mental age range from 3 years 6 months to 4 years 11 months.

III. Purpose

To develop each child's social and emotional potential and to prepare him for school, home, and community life.

IV. Special objectives

A. Personal adequacy

1. Stimulate a feeling of personal worth in each child, regardless of his inadequacies.

2. Develop an awareness of acceptable personal conduct.

3. Contribute to a feeling of security and belongingness needed by each child.

4. Develop personal health practices and safety measures.

B. Social adequacy

1. Provide a better understanding of group and community relationships

2. Encourage each child to be a contributing member at school, at home, and in the community.

3. Emphasize respect for the property of others.

4. Stimulate a healthy social and emotional attitude.

C. Occupational adequacy

1. Develop simple concepts which lead to the introduction of tool subjects when the child is ready for them to be introduced.

2. Encourage habits that will develop into good work habits.

V. Specific procedures

A. Language Arts-Reading Readiness

1. Provide the child with varied classroom activities which will help create a background of meaningful experiences.

2. Train in muscular control and improve coodination of the child.

3. Provide experiences for adjusting to the classroom situation.

4. Stress visual and auditory discrimination preparatory to reading.

5. Stimulate an interest in reading materials.

6. Provide language art readiness activities.

a. Sharing things and ideas
b. Dramatizing stories and rhymes
c. Building vocabulary
d. Identifying goods, clothing and household furnishings
e. Establishing sequences
f. Playing games
g. Answering in simple sentences
h. Classifying objects
i. Using left to right orientation
j. Developing memory span
K. Getting acquainted with nursery rhymes and finger plays
l. Looking at books, magazines, and pictures

m. Using Weekly Reader-Kindergarten edition
n. Comparing large, small, etc.
o. Matching (likenesses and differences)
p. Developing ability to work puzzles
q. Duplicating a pattern
r. Associating printed symbols with objects
s. Identifying names and responsibilities on a duty chart
t. Watching purposefully (film, filmstrip, Tach-X machine with readiness film)

B. Speaking and listening

1. Develop looking and listening habits.

2. Develop ability to follow directions and to give directions.

3. Encourage free expression.

4. Increase self-confidence in speaking to a group.

5. Provide activities for speaking and listening skill development.

a. Identifying sounds and voices
b. Following simple directions
c. Mimicking sounds
d. Responding to rhythm
e. Sharing articles and experiences
f. Drawing pictures, illustrating a story
g. Retelling short stories or reviewing film
h. Purposefully listening (stories, music, film, etc.)
i. Playing roles
j. Using complete sentences

C. Writing

1. Develop ability to follow a dotted line with a finger.

2. Teach to hold and use a pencil correctly.

3. Help form letters accurately.

4. Provide activities for writing skill development.

a. Developing eye-hand coordination
b. Tracing

c. Following dotted lines with crayon
d. Coloring inside the lines
e. Copying simple forms
f. Studying the different type manuscript letters (straight, ball, slant)
g. Printing name using capital and small letters

D. Number readiness

1. Develop an understanding of numbers from 1-10.

2. Provide experiences which develop basic number concepts.

3. Provide number readiness activities.

a. Counting by rote
b. Arranging objects
c. Repeating number rhymes and songs
d. Counting objects in the room, hops, beats, bounces
e. Comparing one to one
f. Matching words to symbols
g. Shaping numbers with clay
h. Grouping objects within a number
i. Playing game: "The Missing Number".
j. Reproducing a specific quantity
k. Developing a number vocabulary such as: more-less, larger-smaller, how many, etc.
l. Recognizing house and street numbers
m. Determining ordinal placement
n. Developing concept of measurement such as time, temperature, etc.
o. Recognizing coins such as penny, nickel, and dime

E. Social studies

1. Help the child adjust to a new environment.

2. Help him develop a wholesome attitude toward his family, peers, and teachers.

3. Teach him to respect property belonging to himself and others.

4. Provide social awareness activities.

a. Stressing citizenship
b. Building units of study around home, school, family, pets, community helpers

c. Learning songs, poems, and preparing decorations for special days
d. Planning experience trips to correlate with units of study

F. Health

1. Stimulate an awareness of simple health practices.

2. Help establish good health habits relating to diet, sleep, cleanliness, exercise, and recreation.

3. Provide health awareness activities.

a. Inspect daily for good grooming (clean hands, nails, face, hair, teeth, clothing, etc.)
b. Make scrapbook of wholesome foods and diet.
c. Make bulletin board suggestions concerning health.
d. Establish the habit of washing hands before meals and after using the rest room.
e. Dramatize good health habits.

G. Safety

1. Make the child aware of observing safety practices at home, school, while playing and traveling

2. Provide safety awareness activities

a. Teach to give his name, address, telephone number, and school.
b. Teach the use of traffic lights.
c. Emphasize the use of crosswalks.
d. Dramatize the correct use of scissors and pencils.
e. Stress the importance of keeping toys put away.
f. Show films and filmstrips pertaining to safety.
g. Practice fire drills.
h. Dramatize the correct way to ride in a car.
i. Emphasize safety at the drinking fountain.
j. Stress safety before going on field trips.
k. Point out safety before going on field trips.
l. Call attention to safe places to play.

H. Physical education

1. Emphasize physical fitness, normal growth, and gross muscle activity.

2. Develop a sense of fair play, group participation, and good sportsmanship.

3. Provide physical education activities

   a. Organized motor activity games
   b. Catching balls
   c. Jumping
   d. Running
   e. Hoping
   f. Skipping

I. Music

1. Help the child to learn simple songs and rhythms.

2. Provide auditory training.

3. Build student's confidence in music ability.

4. Help music become an emotional experience.

5. Develop music appreciation.

J. Art and crafts

1. Provide an opportunity for self expression.

2. Develop student's senses of color, form, texture.

3. Develop student's power of observiation and discrimination with art materials.

4. Use a variety of media such as:

   a. Crayons
   b. Tempera paints
   c. Clay
   d. Finger paints
   e. Charcoal
   f. Wire
   g. Paper Mache

K. Dramatizations

1. Dramatize special events, plays, stories, activities, rhymes, and social situations

2. Establish a sequence of ideas

3. Have student contribute as a member of a group

4. Urge student toward emotional release

EDUCABLE MENTALLY RETARDED

LEVEL II

Readiness Level

I. Introduction

The student at this level continues to exhibit a need for physical exploration of his environment and for broader concrete experiences in areas of social living. Experiences should advance from concrete to semi-concrete, to semi-abstract, and toward abstraction.

II. Eligibility

Level II is a grouping of children with an approximate mental age of 5 years to 5 years 11 months.

III. Purpose

To provide a classroom environment which is structured, stressing readiness activities, speech improvement, personal hygine, emotional control and awareness of the student's role in school, home, and community

IV. Specific objectives

A. To develop reading and arithmetic readiness skills

1. Transition from concrete to semi-concrete materials

2. Correlation of concrete objects and written symbols

B. To develop oral communication

1. Self-expression

2. Appropriate vocabulary

3. Voice control

4. Listening

C. Social adequacy

1. Personal hygiene

2. Proper social conduct and peer relations

3. Knowledge of community

D. Manual skills

1. Use of large tools

2. Muscular co-odination

3. Art activities

V. General procedures

A. Reading

1. Left to right progression

2. Recognition of letters grouped as words

3. Context clues

4. Visual imagery

5. Auditory discrimination

B. Arithmetic

1. Counting orally and silently

2. Recognition of written numbers

3. Relating numbers to concrete objects

4. Writing number symbols.

5. Understanding sequence (first, second, third, etc.)

6. Recognizing money

C. Oral communication

1. Language development activities

2. Speech improvement techniques

3. Self-expression development activities

4. Dramatization activities

5. Pupil interpretation of pictures, movies, television, programs, etc.

D. Heath and safety

1. Units on body cleanliness

2. Units on clothing in keeping with climatic conditions

3. Units on good health habits

4. Units on personal safety at home and school

E. Creative arts

1. Music

   a. Singing
   b. Development of rhythm

2. Art

   a. Development of large muscle control
   b. Development of small muscle control
   c. Color discrimination
   d. Self-expression in materials
   e. Awareness of color and form in nature

EDUCABLE MENTALLY RETARDED

LEVEL III

Functional Basic Skills Level

I. Introduction

Students at this level are usually ready for formal instruction in the tool subjects. Emphasis is placed on developing skills in communicative arts and simple arithmetic.

II. Eligibility

A student in Level III may have a mental age range from 6 years to 8 years 11 months.

III. Purpose

To provide a classroom which is structured, stressing development of basic academic skills, physical competencies, improved social adjustment, awareness of realistic limitations and needed vocational abilities

IV. Special objectives

A. Personal adequacy

1. Help each child to develop a happy, well-adjusted personality.

2. Promote development of desirable self-concepts.

3. Stimulate good health habits and a knowledge of safety rules.

B. Occupational adequacy

1. Develop concepts and skills in the basic tool subjects.

2. Emphasize oral communication.

3. Develop good work habits, skills and attitudes.

4. Stimulate a desire to achieve within his potential.

C. Social adequacy

1. Provide a better understanding of and participation in the home, school, and community life.

2. Emphasize respect for property.

3. Continue to stimulate a healthful social and emotional attitude.

V. General proceduares

A. Teach skills through daily drills.

B. Teach appreciation by example and by voicing it daily.

C. Teach understanding through use of pictures, charts, other concrete materials, and practice.

D. Develop independence and attitudes by encouraging acceptance of responsibility.

I. Specific objectives

A. Arithmetic

1. Teach continuation of arithmetic concepts and vocabulary introduced in Levels I and II.

2. Drill for skill in understanding the four fundamental operations.

a. Addition
b. Subtraction
c. Multiplication
d. Division

B. Reading

1. Reading exercises from basal readers, library books, and other appropriate books and reading materials

2. Utilization of all types of audio-visual materials

3. Teacher-made and student-made books and charts

C. Social studies

1. Design courses of study to meet immediate physical and social needs.

2. Emphasize good habits in personal care and self-direction.

3. Develop citizenship concepts.

D. Health

1. Continue to develop good health and safety habits applicable to Level III.

2. Arrange experience trips in related areas.

3. Provide films and filmstrips of health, hygiene, etc.

E. Science

1. Stimulate appreciation of common phenomena through varied experiences.

2. Instruct in basic concepts of plant and animal life.

3. Promote simple understanding of the relationship of earth, stars, moon, sun, and space.

F. History and geography - recommended units of work:

1. Our city

2. Our county

3. Our state

4. Our country

5. Our world

G. Arts and crafts

1. Encourage self-expression

2. Help each to gain group approval

3. Lead toward better social adjustment.

4. Correlate with all basic subjects.

5. Provide activities with a variety of materials and media.

H. Language arts

1. Develop skills in listening, speaking, and writing as related to personal and social development.

2. Provide a variety of listening activities.

3. Stimulate good speaking ability by:

   a. Sharing stories, films, TV, shows, and personal experiences
   b. Teaching good telephone manners
   c. Using complete sentences
   d. Playing simple roles that emphasize good social behavior
   e. Stressing eye contact in direct conversation
   f. Conversing in a pleasant voice
   g. Teaching skills of introducing and hand shaking

4. Teach to write correctly.

   a. Stress fine coordination development.
   b. Provide independent writing experiences.

EDUCABLE MENTALLY RETARDED

LEVEL IV

Introduction to Vocations

I. Introduction

A student in Level IV is ready for instruction and participation in the areas of prevocational education, social relationships, and home and family living as they relate to vocational preficiency and life situations.

II. Eligibility

Generally, a student in Level IV will have a mental age above nine years. However, consideration of his emotional maturity and his ability to function socially are of greater importance than his mental age.

III. Purpose

To present purposeful activities which help the student make progress in pre-vocational education, social relationships, home and family living, and arts and crafts.

IV. Special objectives

A. Personal adequacy

1. Develop self-care, self-control, and self-reliance.

2. Guide in the use of leisure time.

3. Encourage establishment of good health habits.

4. Provide a developmental program of physical education.

B. Social adequacy

1. Aid in adjustment to peers.

2. Teach respect of individuals and authorities.

3. Develop cultural appreciation

4. Emphasize patriotism.

5. Provide experiences which develop co-operation with others.

6. Stress the use of acceptable manners.

7. Prepare for the responsibilities of home management.

C. Occupational adequacy

1. Teach to follow instructions.

2. Help to secure a knowledge of jobs in the community.

3. Instruct in Texas safety laws necessary for state driver's license.

4. Develop skill in completing job application blanks.

EDUCABLE MENTALLY RETARDED

HIGH SCHOOL

Level VI

I. Introduction

The vital factoe in the training of the retarded youth is time, because formal education and training will cease at the end of high school. Careful planning is vital in order to include the minimum essentials and to eliminate those items which will have little or no importance to the retardate when he enters the world of working living. The high school program usually consiste of three or more years. The high school unit becomes a vocational adjustment program.

II. Elegibility

A. The student must have a chronological age of 16 or more.

B. The student is considered feasible for the program if there is a reasonable expectation that vocational rehabilitation services may render him fit to engage in a remunerative occupation.

C. The feasibility is determined by a placement committed which may consist of the Vocational Adjustment Coordinator, Vocational Rehabilitation Counselor, Director of Special Education, classroom teacher, psychologist, medical personnel, and others.

III. Purpose

A. To evaluate the student vocationally and offer personal couseling

B. To help him adjust to the work world, to learn a particular job, and to develop skills so that he may become an employee

C. To aid him in personal and social adjustment on and off the job and to assist in functional academic skills

IV. Special objectives: to develop the student's potential in the essential social relation skills

A. Personal adequacy: build good physical and mental health.

B. Social adequacy: develop personal and group habits which aid the student in living and working cooperatively with others in his community.

C. Occupational adequacy: train each student in such a way that as an adult, he will be partially or totally self-supporting in a skilled or semi-skilled activity.

V. Procedure for pre-vocational curricula

A. Personal development

1. Physical health

a. Basic health needs
b. Hygenic principles
c. Body structure, function and posture
d. Adequate sex information with parental co-operation

2. Mental health

a. Self appraisal
b. Sensitivity to behavior limits
c. Sensitivity to social values

3. Corrective services available through vocational rehabilitation

a. Medical
b. Dental
c. Psychological
d. Specific skill training

B. Home and community living

1. Participating at home and in the community

a. Selection of activities
b. Selection of companions
c. Scheduling routines and activities
d. Budgeting

2. Getting along with one's self

a. Awareness of abilities
b. Awareness of limitations

c. Recognition of the importance of the individual student's contribution and progress even under stress
d. Recognition of the adaptation to change
e. A feeling of responsibility toward
   (1) Self
   (2) Family
   (3) Job
   (4) Community

3. Getting along with one's family

   a. Values of family life
   b. Participation in family life
   c. Contribution to family life

4. Spending leisure time wisely

   a. People through whom we gain enrichment
   b. Facilities through which we gain enrichment
   c. Activities through which we gain enrichment

C. Social studies

1. A responsible citizen

   a. Knowledge of the needs and benefits of government
      (1) Payment of taxes
      (2) Obedience to laws
      (3) Voting
   b. Knowledge of the structure of government
      (1) City
      (2) State
      (3) Federal

2. A co-operating citizen with peers and authorities

D. Arithmetic - reinforce

1. Measurements

2. Money

3. Estimating time and distance in travel

4. Policies relating to social security, insurance coverage and policies, and banking

E. Continue to stress communicative skills applicable to Level VII

F. Occupational and vocational training

1. Overview of job opportunities

2. Self-evaluation for vocational placement

a. Analysis of job requirements
b. Discovering individual interests and measurement of potentials against job requirements
c. Ways to get a job
   (1) Personal search
   (2) Want-ads
   (3) Employment agencies (state, private)
   (4) Rehabilitation services

d. Necessary learning for securing a job
   (1) Wage items
   (2) Telephone usage
   (3) Unions
   (4) Letters of applications
   (5) The interview
   (6) The job application blank
   (7) Getting to the job

EDUCABLE MENTALLY RETARDED

HIGH SCHOOL

LEVEL VII

I. Introduction

Level VII is an on-the-job placement situation. Close supervision and counseling services are provided by a Vocational Adjustment Coordinator and a Vocational Rehabilitation Counselor to assist with

A. Work

B. Home problems

C. Personal problems

If the student successfully completes his period of supervised experience and is gainfully employed at the end of this time, he is then graduated from the high school program.

II. Eligibility

A. The student must have a chronological age of 16 years or more.

B. The student enters on-job placement of Level VII when he is considered to be adequately prepared b y his teacher, Vocational Rehabilitation Counselor, and Vocational Adjustment Coordinator.

III. Purpose

A. To provide supervised transition from school to job

B. To determine the degree of self-support and independence the student is capable of attaining

C. To develop the student's self-confidence in a work situation

IV. Special objectives

A. To maintain the student's desire to complete the program to graduation

B. To provide additional income for the student and his family

V. Procedures

A. On-the-job placement

1. Adjustment

a. To immediate supervision
b. To fellow employees
c. To the public

2. Performance

a. Arriving at work on time
b. Following instructions
c. Performing assigned duties
d. Contributing more than required
e. Becoming proficient in assigned tasks
f. Developing skills and knowledge of related positions

B. Evaluation - by Vocational Adjustment Coordinator, Vocational Rehabilitation Counselor, and/or employer

1. Vocational-evaluation upon entrance into Level VII

2. Trial placements

3. Progress evaluation in job training

4. Progress evaluation in employment

C. Special services

1. Medical examinations and physical resoration services, if needed and not available through other sources

2. Dental services

3. Psychological services

4. Counseling and guidance by the Vocational Rehabilitation Counselor and the Vocational Adjustment Coordinator with the participation of student-clients, parents, and employers

5. Coordination of community resources by the Vocational Adjustment Coordinator and the Vocational Rehabilitation Counselor. These could include:

a. Council of Social Agencies
b. Texas Employment Commission
c. Local Association for Retarded Children
d. Local Society for Crippled Children
e. Handico
f. Local businessmen and merchants
g. Chamber of Commerce
h. West Texas Rehabilitation Center

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TRAINABLE MENTALLY RETARDED

I. Introduction

The trainable mentally retarded child is one who is developing at such a rate that he is unable to profit from a program of academis instruction. However, the trainable child has potentialities for learning such things as seld-care; social adjustment in the family, neighborhood, and school; economic usefulness in the home and school; safety; health activities; and diversional activities.

II. Eligibility

A. Chronological age of six years

B. A minimum mental age of three years

C. An intelligence quotient of approximately 35-50

D. Physical and sensory abilities adequate for classroom participation

E. Reasonable emotional stability

F. Some consistency in control of body functions and in self-care

G. Sufficient communication skills to make needs known and to be able to understand simple instructions

III. Purpose

To meet social, emotional, and physical needs, with emphasis on social development

IV. Specific objectives

A. Primary level

1. Social competencies and acquaintance with

a. School personnel
b. Room locations
c. Bells, fire signals

d. Play area
e. School plant
f. Acceptable behavior in school and community
g. Care of personal belongings
h. Respect for rights

2. Hygiene

a. Personal cleanliness
b. Proper methods of eating
c. Choice of proper diet

3. Safety habits applicable to needs of trainable child

4. Physical development

a. Gross motor development
b. Fine motor development

5. Hand crafts

a. Cutting, folding, pasting
b. Clay modeling
c. Weaving
d. Drawing

B. Advanced level

1. Social competencies

a. Desirable eating habits
b. Personal hygiene
c. Personal grooming

2. Safety rules and habits

3. Personal growth and development

a. Communication skills
(1) Listening
(2) Recognizing own names - listening and responding
(3) Practicing understandable speech
b. Physical skills
(1) Practicing good posture and gait
(2) Developing group participation through diversional activities; table games, outdoor games, bowling, swimming, square dancing, parties, movies, plays

(3) Developing coordination
    (a) Gross motor activities
    (b) Fine motor activities
(4) Enhancing skills in crafts

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SPEECH AND HEARING THERAPY

I. Introduction

Itinerant speech therapists go to elementary, junior high, and high schools on designated days to work with students referred for speech correction. The instruction is usually in a small group setting. Attention is given to individual diagnosis and therapy. Two 30-minute sessions per week are planned for each student.

II. Eligibility

A. Students with defective speech.

Speech is considered defective when it so differs from the usual that unfavorable attention is called to it, when it interferes with communication, or when it causes maladjustment.

B. Mildly hard of hearing students

Mildly hard of hearing is defined as a hearing loss of 20 decibels or more in at least two frequencies in the speech range or a loss of 30 decibels in one frequency in the speech range in the better ear

III. General objectives

A. To meet the need for communication skills in social, educational, and vocational situations

B. To participate with other disciplines in improving interpersonal relationships to the extent that the student can communicate adequately

C. To conserve residual hearing, developing and/or maintaining intelligible speech

IV. Specific objectives - to use speech, hearing, and language productively in life situations by:

A. Developing specific abilities in articulation

B. Providing supplementary learning experiences in auditory and visual discrimination

C. Creating an atmosphere which promotes the desire to communicate

D. Aiding the student in the development of positive feelings of greater adquacy and security

V. General procedures

A. Regular classroom referral

1. Children are referred to speech correction classes by the classroom teacher, principal, counselor, parent, nurse, guardian, or doctor.

2. Referrals are diagnosed by the speech therapist assigned to the school.

3. Teacher-therapist and parent-therapist conferences are held to plan for meeting the child's specific needs for growth in inter-personal relationships.

4. Therapists make home visits when it is advisable.

5. Parents are invited to visit the speech correction classes in order to learn how to supplement the remedial program.

B. Special Education classroom referrals

1. Special Education students when feasible may receive speech correction services.

2. Regular referral procedures are followed.

C. Types of speech deviations

1. Articulation

a. Substitutions
b. Omissions
c. Additions
d. Distortions

2. Voice

a. Quality
b. Volume
c. Pitch

3. Rhythm

a. Stuttering
b. Cluttering
c. Adnormal use of inflections
d. Breath grouping

4. Language

a. Delayed speech
b. Speech disorders resulting from neurological impairment
c. Aphasia
d. Other problems

VI. Specific procedures

A. Attack individual sounds in isolation, then in vowel and consonant combinations, and then in words

B. Make individual notebooks of words with sounds to be repeated in initial, medial, and final positions

C. Use poetry, riddles, jingles, nursery rhymes, fables, and other prose to illustrate sounds

D. Use toys, alphabet blocks, word games, and picture cards to stimulate conversation and teach conventional social patterns

E. Use tape recorder, record player, and phonic mirror to develop ear training

F. Use mirror as a visual approach to good speech habits

G. Create opportunities to realize social competencies - making introductions, giving desonstration, etc.

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THE INDIVIDUAL PSYCHOLOGICAL REPORT

INTRODUCTION

An Individual Psychological Evaluation is a comprehensive process requiring the gathering of information from a variety of sources, the assessment of this information, and the subsequent preparation of a written report of findings and recommendations. The primary purpose of this report is to assist the placement committee to make decisions concerning the placement of the child in an appropriate educational setting and to inform the teacher and parents of the learning ability and limitations of each child. Hence, an individual psychological report is one in which the psychological report is one in which the psychological examiner takes into consideration information about physical condition, personal adjustment, social adjustment, intelligence, achievement, environment (e. g., home, school, neighborhoood) and related factors.

I. Resources such as the following are used to obtain information needed.

A. Health Records

B. Pupil personnel records

C. Anecdotal records

D. Standardized individual tests of intellectual functioning

E. Standardized and nonstandardized group and individual tests of achievement

F. Observations of behavior in classroom and in other situations

G. Interviews with parents

H. Conferences with teachers and other school staff

I. Records of community agencies

J. Projective tests and techniques when the need is indicated

II. The material which follows suggests areas that should be considered when preparing a written report.

A. Identifying

The heading of a report of an individual psychological evaluation should identify the pupil and provide any other information needed for filing the report. Included should be the pupil's name, his birth date, the name of the school he attends, the data of the evaluation, and the date on which the report was submitted.

B. Reason for referral

The reason for making the referral for individual psychological evaluation should be given.

C. Developmental history

Unusual developmental events (e. g., age of walking, talking, toilet training) should be reported. It is not necessary to write a detailed history if the pupil's development has been essentially normal.

D. School history

Only those factors which are unusual need to be reported (e. g., grades repeated, prolonged or frequent absences).

E. Physical health

Reference to physical condition should be included. Special mention should be made of physical characteristics which may affect learning. Visual and auditory defects should be noted. Comments on physique or cosmetic defects may be included.

F. Intellectual functioning

Findings in this area should be presented in terms understandable to the persons for whom the report is intended. Descriptions of the level or range of intellectual ability should be provided. Characteristics, strenghs or linitations of intellectual function need to be elaborated.

G. Personality and behavior

The report should include reference to attitudes, needs, conduct, and other aspects of personality and social action. Material obtained from projective techniques should be incorporated into the total description rather than reported as isolated findings.

H. Achievement

Emphasis should be placed on evidence of unusual retardation or acceleration.

I. Summary

The summary should consist of a brief recapitulation of all findings.

J. Recommendation

Recommendations for further action should be made in the light of available information and subject to modifications as conditions change. A suggested date for re-evaluation should be provided.

CERTIFICATION FOR

SPECIAL EDUCATION TEACHERS

I. Required of all teachers

A. Completion of a baccalaureate degree (including 6 semester hours in American History and the course(s) in Texas and Federal Constitutions).

B. Completion of a general education program of around 60 semester hours in courses that provide common backgrounds and foundations of our social and cultural hertage.

II. For a teacher of deficient vision

A. Completion of content course requirements for the elementary or for the secondary education, whichever is applicable.

1. 12 semester hours in profession elementary or prefessional secondary education, whichever is applicable.

2. 3 semester hours in a survey course in education for exceptional children.

3. 12 semester hours in courses directly related to teaching children who are partially sighted or blind. The ability to read and write Braille and to teach the reading and writing of Braille must be included.

4. 6 semester hours in directed teaching which shall be in both this area of special education and the regular classroom.

III. For a teacher of orthopedically handicapped (physically handicapped)

A. Completion of requirements in content courses for teachers in elementary of secondary schools, whichever is applicable.

1. 12 semester hours in professional elementary or professional secondary education, whichever is applicable.

2. 3 semester hours in a survey course in education for exceptional children.

3. 9 semester hours in courses directly related to teaching physically handicapped children.

4. 6 semester hours in directed teaching which shall be in both this area of special education and the regular classroom.

IV. For a teacher of the Home bound or Hospitalized

A. Hold a Texas permanent Provisional Certificate with elementary or secondary endorsement.

B. Have on file in the superintendent's office evidence of the successful completion of:

1. 3 semester hours in a survey course in education for exceptional children.

2. 3 semester hours in a course directly related to teaching orthopedically handicapped children.

C. No special certificate endorsement is required for the Homebound or Hospitalized.

V. For a teacher of Deaf and/or severely Hard of Hearing

A. 9 semester hours in content courses for the elemtary school.

B. 12 semester hours of either elementary or secondary courses, whichever is applicable.

C. 18 semester hours in courses directly related to the teaching of deaf children; including courses in the areas of the anatomy of the ear, nose and throat, techniques and interpretations of hearing tests, speech development for the deaf, speech reading, auditory training, and specialized techniques for content subjects.

D. 6 semester hours in directed teaching in classes for deaf children.

VI. For a teacher of mentally retarded

A. Completion of requirements in content courses for teachers in elementary schools.

1. 12 semester hours in professional elementary education.

2. 3 semester hours in a survey course in education for exceptional children.

3. 9 semester hours in courses directly related to teaching mentally retarded children.

4. 6 semester hours in directed teaching which shall be in both this area of special education and the regular classroom.

VII. For a speech and hearing therapist

A. 18 semester hours in professional education courses, including at least 9 semester hours in psychology.

B. 3 semester hours in a survey course in education for exception children.

C. 27 semester hours of speech and hearing courses, with an area designated as speech and hearing therapy. This shall include 300 clock hours of clinical practice, one-half of which must be in a public school setting.

D. 6 semester hours in directed teaching in the field of speech and hearing therapy. (100 clock hours in a public school may be earned concurrently with the 6 semester hours of student teaching.)

COLLEGES AND UNIVERSITIES OFFERING APPROVED PROGRAMS FOR AREAS OF SPECIAL EDUCATION ARE LISTED IN THE STATE PLAN FOR SPECIAL EDUCATION.